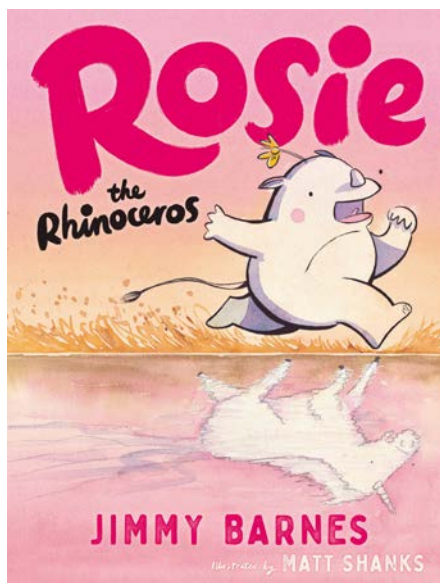


# Classroom Resources



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## Rosie the Rhinoceros

Jimmy Barnes; illustrated by Matt Shanks

### BOOK SUMMARY

From the award-winning author and rock legend Jimmy Barnes and critically acclaimed illustrator Matt Shanks comes a book about the joy of being yourself.

Who is Rosie?

Is she a fun-loving rhinoceros who is always up early and ready to greet the day? Or is she a magical unicorn who skips through the savannah on her dainty hooves?

Either way she's perfect.

### KEY LEARNING OUTCOMES

- ACELA1483
- ACELT1764
- ACELT1621

### THEMES

- Belonging
- Identity
- Resilience
- Humour

**Recommended Ages:** 3+

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## Before Reading

### Who Am I?

1. Ask students to think about themselves, who they are and their strengths, interests and abilities. Invite students to make an 'all about me' poster.
  - o They can draw or add photographs of themselves, families, homes, pets, and favourite toys and activities.
2. The other aspect of identity is relationships with others. Relationships with family members, adults, friends and members of a child's community play a key role in building the identity of a child. They help students define:
  - o Who I am.
  - o How I belong.
  - o What is my influence?Ask students to draw a picture of who they are and the relationships which are important to them. Ask them:
  - o Who do you feel you belong to?
  - o Who is important to you?
  - o Who do you feel you influence?
  - o Who influences you and why?
3. As students read through *Rosie the Rhinoceros*, ask them to think about who Rosie is and which characters she has important relationships with.
  - o Who are the important people in Rosie's life?
  - o Who is in her community?
  - o What influence does her community have on Rosie's life?
  - o What does Rosie need from the characters around her?
  - o What does this tell us about identity?
  - o What is the relationship between individual and collective/community identity?
  - o How does a community influence an individual?

## After Reading

### Being and becoming

As children develop, they build and shape their identity through evolving experiences and relationships. Other people can impact the development of their personal beliefs and values. Guidance, care and understanding of others shape who children and adults become.

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1. How does Rosie define herself?
  - What is important to her?
  - What does she ask her community to do?
  - Why is that important?
  - What is the relationship between the development of identity and community?
2. What music might accompany this text? Ask students to find music they think would go with the text and read the story out aloud with the music.
3. Make a character poster of Rosie. Draw a poster-sized outline of Rosie, based on the illustrations in the book.
  - Write words and phrases to describe Rosie, based on the information contained in the pictures.
  - With a partner, write a 10-line poem about Rosie and select some music to accompany your poem. Present it to the class.
4. Being heard is a fundamental feature of being human. Ask students to identify one thing that is important to them, or a story about them, that they would like other people to know.
  - Write a 10-line poem or song about this thing or story, and if the student is comfortable, present it to the class.

## Identity and community

1. Ask students to think about Rosie and their own lives.
  - Where does Rosie live?
  - Who does she live with?
  - Rosie sees herself as a unicorn, what do the other animals she lives with think?
  - Why is Rosie's community important?
  - Can Rosie's community influence how she feels?
2. Do we as individuals have control over how we are seen and understood? What role does community play in shaping our identity?
  - Ask students to identify a person or people who are important to them and write down reasons why this person is significant.
  - Write a 10-line poem or song about this person, and if the student is comfortable, present it to the class.

## The power of the visual

Multimodal texts use colour, setting, gestures and framing to convey ideas and incite feelings. This text uses beautiful soft pastel colours, the relationships of Rosie and the other animals, and the landscape to help create meaning in the text and evoke emotional responses in audiences.

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Examine the opening spread of the book, and then the final page, and then answer the following questions:

1. What do you feel when you look at these pictures? Can you identify any parts of the illustrations that are making you feel that way?
2. Study all the different colours used in the first and last pages.
  - Are they a particular type or group of colours?
  - How would you describe them?
  - Why has the illustrator used these colours?
  - How do you think they make readers feel?
  - How do the pictures add to the themes of the story?
  - Do the colours in the pictures make you think of something else?
  - Do they remind you of a rainbow? Why?
  - What ideas do we associate with rainbows?
  - What do you think the composers might be trying to say by associating rainbows with Rosie?
3. How the illustrator conveys the setting of the story is very important.
  - Are there any important features or symbols in the pictures?
  - Where do you think Rosie lives?
  - Who does she live with?
  - Are the other animals she lives with important to her?
  - Why does she ask them to gather at the waterhole?
  - What happens at the waterhole?
  - Where are the 'waterholes', or places important messages are conveyed, in your life?
4. How are the relationships between characters in the story depicted through:
  - The positioning of the characters (for example facing each other or facing away from each other)?
  - The distance between them; do they position themselves close together or far apart? What does this tell us about how they feel about each other?
  - Gaze; do the characters make eye contact with each other and/or the reader?
  - Facial expressions and body gestures; what emotions can you see on the animals' faces?
  - Extreme close-ups and long shots?
5. Draw three pictures of three key people in your life and use positioning, distance, gaze, facial expression, and body gesture to indicate how you feel about each person.

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6. Ask students to write a short paragraph about the how the pictures make them feel and why. Choose an image or spread for the class to focus on.

Examine the following:

- Shape – familiar shapes, geometric shapes
- Colours – primary, secondary
- Lines – curved, straight, wavy, zigzag, broken
- Space – background, foreground
- Symbols – rainbows, waterhole, sun.

## This is me

Using one of the poems or songs they have written in a previous activity, ask students to think about how they might utilise the techniques Matt Shanks has used to compose a spread which accompanies their poem. As a starting point, ask them to think about:

1. Which colours best convey the ideas in their poem?
2. What setting is most appropriate?
3. Who else should be in the spread?
4. Are there any symbols they could use to help better express the ideas in their poem or song?

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## About the Author and Illustrator

Jimmy Barnes is a Scottish-born rock singer-songwriter who grew up in Adelaide. His career, both as a solo performer and as the lead vocalist of the legendary band Cold Chisel, has made him one of the most successful and distinctive artists in Australian music history. A prolific songwriter and performer, Jimmy has been a storyteller for more than forty years, sharing his life and passions with Australians of all ages at over ten thousand gigs throughout his adopted homeland. In the process, he has amassed more number one albums in Australia than The Beatles: five with Cold Chisel and twelve as a solo artist, including the iconic *For the Working Class Man*. Across his career Jimmy has sold over 12 million albums and he has been inducted into the ARIA Hall of Fame twice. Jimmy's childhood memoir, *Working Class Boy*, became a number one bestseller and won the Australian Book Industry Award (ABIA) for Biography of the Year in 2017. His sequel, *Working Class Man*, won him a second ABIA for Biography of the Year in 2018. He is the only author to win back-to-back ABIAs for a non-fiction title. Having sold more than 500,000 copies, the books have become Australian classics and established Jimmy as one of our finest storytellers. The Stories & Songs live production, based on the memoirs, sold out more than a hundred shows, attracted unanimous critical acclaim and inspired the documentary film *Working Class Boy*, which topped the box office in late 2018. Jimmy lives in New South Wales, with his wife, Jane.

Matt Shanks's early fascination for the combination of words and pictures saw him complete a Bachelor of Design at the University of Sydney in 2003. It took him 10 years though, while working as a Creative Director at some of Melbourne's best design agencies, to realise that this 'watercolour hobby' of his needed to be shared with more than just his wife and cat. Matt has now illustrated several picture books and lives in Melbourne.

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